As the twenty-first century skills of our kids are developed, assessed, refined, and mastered, it is important to remember the best learning is adaptable. The authentic project-based learning experiences you craft [with] your kids is established on a few premises:

1. We know our kids bring a diverse array of prior knowledge to our classrooms.
2. It is our responsibility to develop learning experiences that interconnect content with twenty-first century skills.
3. Our kids learn at varying rates and we must meet them where they are, not where we expect them to be, at any given time.
4. Children are naturally curious and it is up to us to ensure this curiosity blossoms.
5. The adaptability and flexibility of young children is used to our advantage in the classroom, as they create and define things in new ways.
• Launching PBL
• Project-Based or Problem-Based
• STEAM integration
• Assessment
• Curricular Balance
PROBLEM: 
Visualize

SOLUTION: 
Visualize

Describe

Describe
Bye Bye Plastic Bags:  https://youtu.be/P8GCjrDWWUM
Also: The Lorax

Post-it time!
Problems

Violence
Natural Disasters
Sickness
Pollution
School Tests
Bullying at Recess
Poaching/Animal Extinction
White Nationalists/Civil Rights/Immigration
Girls in Boy Scouts/Gender
Parents - Rules
Dogs
Girls liked

Problems to think about:

Hunting Animals
Endangered Species
Water Pollution
Destruction of forests
Illness
Homelessness
Vehicle Safety/texting and driving
Racism
Terrorism
School Safety
Racism is not allowing people of different races in most activities and bullying them.

Homelessness is when someone has no shelter, food, water, or clothes.

Poaching is illegal hunting and could lead to more endangered animals.

School is not safe when bad people come to school and have weapons.
<table>
<thead>
<tr>
<th>Know?</th>
<th>Wonder?</th>
<th>Research?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know about the topic?</td>
<td>What do I wonder about this topic?</td>
<td>What questions will help me start my research?</td>
</tr>
</tbody>
</table>
Name: 
Topic: Unsafe S

<table>
<thead>
<tr>
<th>Know? What do I know about the topic?</th>
<th>Wonder? What do I wonder about this topic?</th>
<th>Research? What questions will help me start my research?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO NOT Bring GUNS. I know when people get teased, they get mad that's why people bring guns into schools and shoot.</td>
<td>why do they make guns for mad people? where do they get the guns? why do they get guns? why do people kill kids in schools sometimes?</td>
<td>What schools have been unsafe? How are schools being safer? Who should have guns?</td>
</tr>
<tr>
<td>what is happening in Kentucky?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Briefs
Photo narratives
Surveys
Websites
Posters, Flyers, Signs (also yard signs)
Brochures/Pamphlets
Maps
Logos
Videos
Speeches
Memes and Gifs
Google Tours, Thinglinks
Petitions
Community Events
Field Trips
Interviews
<table>
<thead>
<tr>
<th>Focus (Topic)</th>
<th>Product</th>
<th>Same Product</th>
<th>Same Focus</th>
<th>Different Product</th>
<th>Same Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Design game stations in a park</td>
<td>Game stations, walking tour, community exercise event</td>
<td>Design game stations in a park</td>
<td>Game stations, walking tour, community exercise event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote Student Activity for Health</td>
<td>Promote Student Activity</td>
<td>Promote Student Activity</td>
<td>Promote Student Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote Student Activity, Raise Community Awareness, Teach Local History</td>
<td>Promote Student Activity, Raise Community Awareness, Teach Local History</td>
<td>Promote Student Activity, Raise Community Awareness, Teach Local History</td>
<td>Promote Student Activity, Raise Community Awareness, Teach Local History</td>
</tr>
<tr>
<td>RL.3: Key Ideas and Details</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.3.1:</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.3.2:</strong> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.3.3:</strong> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RL.3: Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.3.4:</strong> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
</tr>
<tr>
<td><strong>RL.3.5:</strong> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
</tr>
<tr>
<td><strong>RL.3.6:</strong> Distinguish their own point of view from that of the narrator or those of the characters.</td>
</tr>
</tbody>
</table>
## Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

<table>
<thead>
<tr>
<th>Does the Project Meet These Criteria?</th>
<th>🎉</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>CHALLENGING PROBLEM OR QUESTION</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>SUSTAINED INQUIRY</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>AUTHENTICITY</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>STUDENT VOICE &amp; CHOICE</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>REFLECTION</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project provides opportunities for students to reflect on what and how they are learning, and on the project’s design and implementation.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>CRITIQUE &amp; REVISION</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td><strong>PUBLIC PRODUCT</strong></td>
<td>🎉</td>
<td>?</td>
</tr>
<tr>
<td>The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</td>
<td>🎉</td>
<td>?</td>
</tr>
</tbody>
</table>
Interviewing experts is a part of our ongoing research.
Student caption from PBL presentation to our Board of Education: “This is a picture of us working really hard to solve our problem. We are still improving our websites. It can be frustrating to focus on all of the web pages and do all we have to do. It takes really hard work. We want people to see our websites.”

https://helpinganimalsnatdis.weebly.com/
https://natldisasters.weebly.com/
https://stoppoaching99.weebly.com/
https://helpttheseanimalsnow.weebly.com/
https://stopohiodiscrimination.weebly.com/
https://stopwhitenationalism.weebly.com/
Creativity is intelligence having fun.
• Central Message
• Symbolism/literal and nonliteral communication
• Visual representation
Stop what Nationalism
celebrate diversity

By them, good guys
Stop Unsafe Schools!

Mental illnesses can cause school shootings or school break-ins.

Schools can be unsafe by bullying or students with risk factors from home.

Depression is also very bad and can come from the above causes.

Website: http://bit.do/schoolsafety

Stop Poaching

Poaching is illegal hunting and people do it because they are selfish and cruel. Many animals are poached including sharks, tigers, rhinos, and so many more! If you want to help, donate to the Worldwide Wildlife Foundation. To learn more go to the stop poaching website. https://worldwildlife.org/

https://bit.do/stoppoaching
<table>
<thead>
<tr>
<th>On Track or Not on Track</th>
<th>M Standard for this performance</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Process and Effort:</td>
<td>I put in time and effort in planning, drafting and revising. My flyer is formatted properly and I worked independently to create it.</td>
<td></td>
</tr>
<tr>
<td>Visual Characteristics:</td>
<td>Flyer is eye-catching and easy to read. Images support the central message. Flyer includes group logo and web address.</td>
<td></td>
</tr>
<tr>
<td>Information:</td>
<td>Flyer text supports the central message. The flyer gives information about the topic and/or how to solve the problem.</td>
<td></td>
</tr>
<tr>
<td>Spelling and Punctuation:</td>
<td>There are no spelling errors of real words in the final draft. Text is readable and accurate.</td>
<td></td>
</tr>
</tbody>
</table>
## Graphics (at least 5 images)

<table>
<thead>
<tr>
<th>M</th>
<th>5 Images have captions with complete sentences and correct punctuation. Image sources are included on the website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Less than 5 images are posted. Images might have sentences or sources.</td>
</tr>
<tr>
<td>N</td>
<td>No images posted</td>
</tr>
<tr>
<td>E</td>
<td>Pictures have captions related to image content in complete sentences with proper punctuation and source citation/references are clearly identified.</td>
</tr>
</tbody>
</table>

## Research Briefs

<table>
<thead>
<tr>
<th>M</th>
<th>At least 2 questions and answers from the research brief are posted. Problem and solutions are clearly identified and may be on separate website pages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Only 1 question and answer from the research brief is shared</td>
</tr>
<tr>
<td>N</td>
<td>No research is shared</td>
</tr>
<tr>
<td>E</td>
<td>All questions and answers from the research brief are posted. In addition, brainstormed solution ideas are shared</td>
</tr>
</tbody>
</table>

## Survey

<table>
<thead>
<tr>
<th>M</th>
<th>Website includes a survey with questions where the answers are not already known. Surveys do NOT ask personal questions. At least 3 questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Website includes a survey. Questions may not</td>
</tr>
<tr>
<td>N</td>
<td>Website does not include a survey</td>
</tr>
<tr>
<td>E</td>
<td>Survey is embedded into website from Survey Monkey.</td>
</tr>
</tbody>
</table>

---

### Single-Point Rubric For Lego PSA

<table>
<thead>
<tr>
<th>On Track or Not on Track</th>
<th>M</th>
<th>Standard for this performance</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>The message is clear with a balance of tone and style to appeal to selected audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hook</strong></td>
<td>Video has a hook to grab the viewer's attention. Hook is funny, shocking, or emotional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facts</strong></td>
<td>At least 3 relevant facts about the topic are shared in the video.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The video ends strong with a conclusion that makes an impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>The video flows smoothly and is clearly practiced.</td>
<td></td>
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</tr>
</tbody>
</table>
1. The cause of The Birthday Party Project is: to make every child feel like they matter and to be celebrated. Circle all of the effects Paige has seen since starting The Birthday Party Project.

A. A little boy was thankful and got his first birthday party.
B. The project has gotten bigger as more people join to celebrate kids.
C. Kids are getting older faster with more birthday parties.
D. Paige was honored by Toyota’s Mothers of Invention program.

2. Which paragraph does the image and caption from the article support?

A. Paragraph 1
B. Paragraph 2
C. Paragraph 3

3. Draw a conclusion from paragraph 3: How did Paige feel when she saw the boy in the magazine?

A. She was sad for the boy and didn’t want to read any more about him.
B. She was grateful for all of the resources she had and that she wasn’t hungry or homeless.
C. She was sad for the boy and wanted to make a difference for children like him.

Copy 2 sentences from the text that support your conclusion:

1. ..............................................................................................................................
2. ..............................................................................................................................

2. Draw a conclusion from paragraph 4: How might taking Yellowstone Park Grizzly Bears off of the Endangered species list affect other Grizzly Bears near the area?

# Communication Rubric

**Directions:** Look at the chart below. Write in the name of each of your team members, including yourself, in the left column. Then, record a score from 1 to 4 (1 is low, 4 is high) for each of the teamwork qualities in the box.

<table>
<thead>
<tr>
<th>TEAM MEMBER</th>
<th>Active Listening</th>
<th>Asking Questions</th>
<th>Contributing and Sharing Ideas</th>
<th>Using Positive Voice (kind and helpful)</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Comments:** Please respond, using complete sentences.

**Yellow Hat:** Describe how the work went well, and explain why.

**Green Hat:** Describe an improvement that can be made to the work and explain why it is important to do so.

---

**3 facts I learned:**

---

**2 take-aways I’m still thinking about:**

---

**1 question I have:**

---
# PBL Choice Menu

**Directions:** *Start with number 5.* Use your perseverance and STEM brain to try and learn this new technology. Don't be afraid to try something new! #1 is the easiest/something you already know and it gets harder up to #9, which is the hardest.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Go to <a href="https://www.tynker.com/">Tynker</a> and log in with Google. Create a new blank project to share about your PBL topic. Join Mrs. Pearson's class with this code: 53863397</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Explore Adobe Spark with this <a href="https://www.adobe.com/spark">tutorial</a>. Go here and log in with Google. You don't have to add words or your voice. You can just make a video of pictures and music.</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td>START HERE! Choose from these resources as ways to talk about your PBL Topics. Think about what message you want to send and how you can send it.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Explore Powtoon with this <a href="https://www.powtoon.com/">tutorial</a>. You can make a cartoon video about your topic. Go here and log in with Google.</td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Explore Canva with this <a href="https://www.canva.com/">tutorial</a>. Make digital posters or brochures. When you create a design, search for &quot;POSTERS&quot; OR &quot;BROCHURES&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Explore ThingLink with this <a href="https://www.thinglink.com/">tutorial</a>. Find an image and add information to it! Go here and log in with Google. Join our class with invite code: 8NNALW</td>
<td></td>
</tr>
</tbody>
</table>
Students discuss innovative learning approach
We do not learn from experience... we learn from reflecting on experience.

- John Dewey

1. I learned that it takes hard work to take one step forward in life.
2. Practice does not make perfect but it got darn close.
3. Mistakes don't mean you're wrong; they mean you're one step closer to the answer.
3 things I learned from this experience:

WORK hard. Be

confident. My group
is nice.

2 challenges I faced:

set in my brot
coding staying
for a while.

1 thing I'm most proud of:

my group and me. everyone in my

class
April 8, 2019

Dear Mrs. Pearson,

Thank you for being a great teacher last year. I liked that you played music during intervention and that you let us have a bunch of snacks. Thank you so much for letting us do PBL. Thank you for being a great teacher.

Thank you,

[Student's name]
- Social emotional learning
- Community Service learning
- Equitable teaching that closes gaps and provides stretch
- Integrated learning that is natural and authentic
Non Negotiables:

- Students meet standards
- The students are the curriculum. Give them space and voice
- The project is the meal, not the dessert
- Student Choice Somewhere

Your Choice:

- Problem or Project-based (inquiry-based)
- Topics
- When, where, and how in your classroom (This can be a balancing act!)
What PBL Is:

- Responsive
- Loud and Messy at times
- Growth Mindset
- Equitable

What PBL Isn't:

- Less Prep or Work
- Unorganized/Unstructured
● What power standards are being met? (Big ideas within the curriculum)
● What are the expectations toward a school curriculum vs state standards?
● How will I keep track of what students have learned and still need to learn? (What they know, not what I’ve taught.)
● How/when will I offer those supplemental lessons?

“How many clarion calls for authentic, real-world learning do we need before we actually begin to teach in a way that prepares kids to participate and make a difference in the world they are growing into?...
This is a galvanizing moment. This is our time. We can do this. We have no choice.” (Harvey 29)
PBL Books to Consider to help with implementation
Resources:
Anything from The Buck Institute and Edutopia:
Rubrics from the Buck Institute
PBL and Standardized Tests? It Can Work!
What the Heck is PBL?
Ensuring that PBL is Accessible to All
Resources for Assessment
Launching an Inquiry-Based Classroom

AJ Juiani has project-based resources
PBL Works also has project-based ideas

RAND report
Shanahan on Literacy

Padlet: Linked Text Sets
Poaching Padlet
Newsela

Columbus City Schools Curriculum

Ways to involve community?

**** Ways to Take Action ****

Alternative models in classroom?
Bureaucracies

The Ivory Tower

Test Scores
Above All Else

The Ivory Dungeon

Test Scores
Above All Else

STUDENTS

STUDENTS
To yourself...

  3 things I'm thinking about (takeaways)

  2 questions I have

  1 next step I'm going to take
TALAWANDA SCHOOL DISTRICT
VISION & MISSION STATEMENT

Vision: Talawanda will be a collaborative, flexible, inviting community where innovation guides learning inside and outside of the school walls.

Mission: Talawanda EMPOWERS Every Learner Every Day!